

Year 1 - Autumn

End of Year ARE (LA Statements)

	Year 1 End-of-year expected standard expectations	Greater Depth within the expected standard
Audience & purpose	Sentences are sequenced to form short narratives.	Writing communicates meaning through short narratives that make sense and are appropriate for the purpose. Writing is likely to demonstrate more stamina and be of greater length.
Sentence structure	Writing communicates meaning through simple sentences.	Within a short narrative, sentences are joined with 'and' as appropriate (and possible independent use of other conjunctions).
	Within sentences, some words and clauses are joined using 'and' demonstrating understanding that ideas can be joined.	
Punctuation	Capital letters and full-stops are sometimes accurate.	Punctuation for capital letters and full stops is accurate.
	Question marks and exclamation marks are occasionally used correctly in writing.	Question marks and exclamation marks are used when appropriate.
Vocab-ulary	Children use some vocabulary that they have been taught directly and from books that they have read / heard read. This might include nouns, adjectives, verbs or prepositions.	Children show independent use of wider vocabulary & phrases taken from books that they have read (appropriate for purpose).
Spelling	Words containing each of the 40+ phonemes are mostly correctly spelt. Evidence of more than one plausible grapheme choice for some phonemes even if not accurate.	Words containing each of the 40+ phonemes already taught are correctly spelt
	Most common exception words are spelt accurately.	Common exception words are spelt accurately.
	The suffixes ing, ed, s, es er & est and the prefix un are mostly used accurately.	The suffixes ing, ed, s, es er & est and the prefix un are used accurately.
	Days of the week are mostly spelt correctly.	Days of the week are spelt correctly.
	Use of the pronoun I is mostly correct.	Use of the pronoun I is correct.
Hand-writing	Lower and upper-case letters are mostly formed accurately, starting and finishing in the correct place.	Lower and upper-case letters are formed accurately and fluently.
	Finger spaces are used.	
Editing	Children can read their own words or sentences out loud to check that they makes sense.	Children can read their writing out loud and make changes if it does not make sense.

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> • Lighten the cognitive load • Support with additional adults or guided work • Give models to work from • Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) • Give a visual support or vocabulary with images (widget) • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content 	<ul style="list-style-type: none"> • Increase the cognitive load • Chn to write without the model • Change the purpose or audience • Add depth by going into a concept further or using more abstract ideas • Consider your questioning, ask chn to explain further, prove and analyse • Chn to take more responsibility for own learning.

Key National Curriculum Objectives for **Autumn – Poem and When I Grow Up Poem**

<p>To sit at a table correctly holding a pencil comfortably and correctly.</p>	<p>Naming the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound</p>	<p>To know which letters belong to which handwriting families. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>To form capital letters and digits 0-9</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Leaving spaces between words</p>
<ul style="list-style-type: none"> • To know that my best writing happens when I am sitting on a chair and at a table. • To use a correct posture. • To have two feet flat on the ground. • To hold a pencil using the dynamic tripod grip. 	<ul style="list-style-type: none"> • To recite the alphabet from the beginning – not in a song • To recall the alphabet from different starting points and to know what letters come before and after a given letter. • To know the names of the letters of the alphabet. • To know how to spell cvc words using letter names • To know how to form lower case letters correctly. • To know that there are different ways to make the same sound. • To know how to write the short and long vowel sounds using different letters – linked to sounds taught in phonics. • To begin to apply this knowledge to spelling familiar and unfamiliar words. 	<ul style="list-style-type: none"> • To know how to form ‘long letters’ – ‘l,t,l,u,j,y’ • To know how to form ‘curly letters’ – ‘c,a,g,q,o,e,f,s’ • To know how to form ‘bouncing ball’ letters – ‘r,n,m,p,h,b,d’ • To know how to form ‘zig zag letters’ – ‘v,w,x,k,z’ 	<ul style="list-style-type: none"> • To know that a capital letter looks different to a lower case letter. • To know that all capital letters are wedge between the lines and there are no descenders. • To be able to trace capital letters. • To be able to form capital letters. • To identify digits 0-9 	<ul style="list-style-type: none"> • To begin to know that a sentence has a noun and a verb. • To begin to know that a capital letter comes at the start and a full stop at the end. • To count how many words are in a dictated sentence. • To know that a space needs to come between each word. • To be able to write the given words using correct letter formation. • To check the sentence has the same number of words as the teacher dictated model. 	<ul style="list-style-type: none"> • To model how to leave a space between words. • To identify where a space shown go between words. • To use my own finger to create finger spaces. • To know how to leave finger spaces between words • To write words with appropriate spacing without needing to use own finger.

Ongoing Objectives

- Composing a sentence orally before writing it.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English 				
<p>🔍 Listening: Can focus on short conversations and instructions, though they may still get distracted easily.</p> <p>Responding: Uses simple sentences to answer questions and express ideas.</p> <p>Interaction with Adults: Shows understanding by following simple instructions and asking for clarification.</p> <p>Interaction with Peers: Can take turns in conversation, though may struggle with interrupting.</p>	<p>🔍 Questioning Style: Moves beyond stating basic facts to "why" and "how" questions.</p> <p>Purpose: Begins making connections (e.g., "Why does the sun shine?" "How does this work?")</p> <p>Support Needed: Model good questioning and encourage explanation-based responses.</p>	<p>🔍 Phonics & Word Recognition: Teaching how sounds blend to form words.</p> <p>Descriptive Language: Encouraging adjectives and simple sentence expansion.</p> <p>Storytelling & Retelling: Helping children use new words in context.</p> <p>Word Games: Using rhyming, synonyms, and opposites to explore meaning.</p>	<p>🔍 Sentence Structure: Beginning to speak in full sentences with improved fluency.</p> <p>Pronunciation & Articulation: Begins refining speech sounds and clarity.</p> <p>Standard English Use: Still developing grammatical accuracy but learns correct forms from listening and repetition.</p>	<p>Knowledge - Show and Tell</p> <p>Physical: Making eye contact with an audience/a listener.</p> <p>Linguistic: Organise and sequence ideas, using conjunctions.</p> <p>Cognitive: Recognise when something has not been understood and ask questions to find out more information. Explain events/ideas in chronological order.</p> <p>Social & Emotional: Listening to others.</p> <p>Skills – Show and Tell To be able to present an idea/object to an audience (and participate as an audience member).</p>

Assessment Support

Year Group:	What This Will Look Like in an 'On Track' Child		
<u>Key Writing Feature</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Capital letters (SLF)	To know that a capital letter and lower case look differently and these are accurately formed.	To recognise and start to use a capital letter at the start of a sentence most of the time. To use a capital letter for their name. To consistently use a capital letter for I, the start of a sentence and their name.	To use capital letters for proper nouns and at the start of a sentence.
Finger spaces (SLF)	To recognise where a finger space is needed and start to do this, sometimes with support.	To start to independently use finger spaces in sentences most of the time.	To consistently use finger spaces in all writing.
Makes sense (SLF)	To be able to say my sentence before writing.	To be able to read what I have written to an adult.	To be able to read and check that my sentence makes sense.
Key punctuation, Full stops, question marks and exclamation marks	To be able to write a simple sentence dictated by the teacher with some awareness to capital letters at the start and a full stop at the end.	To use a full stop at the end of a sentence, with some support. To occasionally use a question mark at the end of my sentence.	To consistently use a full stop at the end of a sentence. To begin to use question marks and question marks at the end of my sentences correctly.
Using the conjunction 'and' to link ideas.		Model through exposure to a range of texts. Begin to use 'and' to join ideas.	Some consistent use of 'and' to join ideas in a sentence.
To write in the past tense.	Know what a root word is.	Awareness that you can add -ed to some words to show that it has happened.	Use verbs with the addition of -ed in a piece of writing.
To use a range of spelling patterns.	To write phonetically plausible sentences using phase 2 and 3 tricky words.	To begin to recognise and apply phase 5 sounds and all tricky words with some accuracy.	To use a range of prefixes and suffixes (ing, er, ed, est and the prefix un)

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Audience & purpose	Sentences are sequenced to form short narratives.	Writing communicates meaning through short narratives that make sense and are appropriate for the purpose. Writing is likely to demonstrate more stamina and be of greater length.
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Punctuation	Capital letters and full-stops are sometimes accurate.	Punctuation for capital letters and full stops is accurate.
	Question marks and exclamation marks are occasionally used correctly in writing.	Question marks and exclamation marks are used when appropriate.
Vocab-ulary	Children use some vocabulary that they have been taught directly and from books that they have read / heard read. This might include nouns, adjectives, verbs or prepositions.	Children show independent use of wider vocabulary & phrases taken from books that they have read (appropriate for purpose).
Spelling	Words containing each of the 40+ phonemes are mostly correctly spelt. Evidence of more than one plausible grapheme choice for some phonemes even if not accurate.	Words containing each of the 40+ phonemes already taught are correctly spelt
	Most common exception words are spelt accurately.	Common exception words are spelt accurately.
	The suffixes ing, ed, s, es er & est and the prefix un are mostly used accurately.	The suffixes ing, ed, s, es er & est and the prefix un are used accurately.
	Days of the week are mostly spelt correctly. Use of the pronoun I is mostly correct.	Days of the week are spelt correctly. Use of the pronoun I is correct.
Hand-writing	Lower and upper-case letters are mostly formed accurately, starting and finishing in the correct place.	Lower and upper-case letters are formed accurately and fluently.
	Finger spaces are used.	
Editing	Children can read their own words or sentences out loud to check that they makes sense.	Children can read their writing out loud and make changes if it does not make sense.

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> • Lighten the cognitive load • Support with additional adults or guided work • Give models to work from • Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) • Give a visual support or vocabulary with images (widget) • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content 	<ul style="list-style-type: none"> • Increase the cognitive load • Chn to write without the model • Change the purpose or audience • Add depth by going into a concept further or using more abstract ideas • Consider your questioning, ask chn to explain further, prove and analyse • Chn to take more responsibility for own learning.

Key National Curriculum Objectives for Spring – [Kind Richard 111 by Judith Carr Poem](#) and [Poem / Poem](#)

Using capital letters for proper nouns including days of the week and for the personal pronoun “I”	Write a sentence by saying out loud what they are going to write about	To begin writing sentences with a full stop and capital letter. To know how words can combine to make sentences.	Identify and spell common exception words	Joining words and clauses using ‘and’	Using the suffix -s or -es as the plural marker for nouns and the third person singular marker for verbs, i.e. he jumps.
<ul style="list-style-type: none"> To know and be able to recall the days of the week. Begin to know how to spell these days. To know how to write the tricky ‘I’. To know how to form capital letters correctly To know that people’s names and the names of places have a capital letter, e.g. Fred, Alderman To highlight capital letters in a piece of work. To insert capital letters in a piece of writing. To write individual sentences with appropriate capital letters. To correct work with missing capital letters. 	<ul style="list-style-type: none"> To know what a sentence is. To know that a sentence includes a verb and a noun. To know that a sentence contains a piece of information and makes sense. To articulate a sentence – one at a time, knowing that this is one piece of information. To be able to say a sentence and then clap the number of words in the sentence. To know how to leave finger spaces between words To know that a sentence starts with a capital letter and ends with a full stop. To write the sentence and check that it matches what was orally rehearsed. 	<ul style="list-style-type: none"> To know what a sentence is. To know that a sentence includes a verb. To know a sentence includes a noun. To identify a simple sentence. To be able to say when a sentence is complete. To be able to put in a full stop to indicate the end of a sentence. To articulate a sentence – one at a time, knowing that this is one piece of information. To know how to use capital letters and full stops to punctuate sentences 	<ul style="list-style-type: none"> To identify common exception words from the phonics phases taught. To understand why these words are ‘tricky’. To read common exception words To know how to spell words containing the 40+ phonemes already taught To know how to spell some tricky (exception) words To know how to write common exception words from memory. To be able to include exception words in independent writing. 	<ul style="list-style-type: none"> To know that a simple sentence has one idea. To know, grammatically, what a simple sentence must contain. To know that you can connect two ideas using ‘and.’ To identify ‘and’ in a compound sentence. To articulate the purpose of ‘and’ in a sentence in an example. To articulate two ideas which are joined together with ‘and’. To match two sentences which can be joined with ‘and’. To write a sentence with two ideas joined with ‘and’. To know that the word ‘and’ can be used to join simple sentences 	<ul style="list-style-type: none"> To know that singular means one and plural means more than one. To know what a root word is. To be able to say plural nouns which have -s. To know that when you are saying that somebody else is doing an action, we add an -s, e.g. he walks, she sings, Fred talks. To know what a verb is. Identify words with the suffix –s/-es To know how to match the suffix –s/-es to a root word. To know how to make regular plural nouns using the suffix –s/-es To begin to know how to use simple prefixes and suffixes

Ongoing Objectives

- Composing a sentence orally before writing it.
- Discuss what they have written with the teacher or other pupils.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others 				
<p>Expanding Reasons: Starts explaining choices with simple reasoning (e.g., “I think we should have a picnic because it’s sunny.”).</p> <p>Using Evidence: Begins to make connections to past learning or personal experience.</p> <p>Taking Turns: Learns to listen and respond appropriately to others’ ideas.</p>	<p>Staying on Topic: Learns to talk about the subject rather than changing the topic.</p> <p>Asking Simple Questions: Shows curiosity by asking basic follow-ups.</p> <p>Responding to Others: Can build on another person’s comment instead of repeating their own idea.</p> <p>Small Group Discussions: Practices participating in short conversations.</p>	<p>Discussions: Joins group conversations, taking turns to speak.</p> <p>Presentations: Speaks audibly and clearly.</p> <p>Performances & Role Play: Begins using expression and actions to enhance storytelling.</p> <p>Improvisations: Engages in unscripted drama activities.</p> <p>Debates: Can express basic justifications (e.g., “Dogs are better than cats because they are playful”).</p>	<p>Listening to Others: Understand that other people may have different viewpoints and perspectives.</p> <p>Expressing Own Views: Begins forming personal opinions, though still influenced by others.</p> <p>Expanding Responses: Can listen to what someone has said and build on this by using sentences that start with ‘I think...’</p>	<p>Knowledge - Role Play</p> <p>Physical: Learn about ‘tone’ and how it should be used in different contexts. Speaking clearly and with confidence.</p> <p>Linguistic: Use vocabulary that is specific to the scene at hand. Learn ways of linking ideas when talking as part of a group.</p> <p>Cognitive: Offer reasons to justify opinions and be able to disagree with someone politely.</p> <p>Social & Emotional: Listening to others. Take part in discussion independently. Being willing to change their mind.</p> <p>Skills – Role Play To be able to take part in role play, adapting talk and vocabulary in different settings.</p>

Assessment Support

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Makes sense (SLF)	To be able to say my sentence before writing.	To be able to read what I have written to an adult.	To be able to read and check that my sentence makes sense.
Key punctuation, Full stops, question marks and exclamation marks	To be able to write a simple sentence dictated by the teacher with some awareness to capital letters at the start and a full stop at the end.	To use a full stop at the end of a sentence, with some support. To occasionally use a question mark at the end of my sentence.	To consistently use a full stop at the end of a sentence. To begin to use question marks and question marks at the end of my sentences correctly.
Using the conjunction 'and' to link ideas.		Model through exposure to a range of texts. Begin to use 'and' to join ideas.	Some consistent use of 'and' to join ideas in a sentence.
To write in the past tense.	Know what a root word is.	Awareness that you can add -ed to some words to show that it has happened.	Use verbs with the addition of -ed in a piece of writing.
To use a range of spelling patterns.	To write phonetically plausible sentences using phase 2 and 3 tricky words.	To begin to recognise and apply phase 5 sounds and all tricky words with some accuracy.	To use a range of prefixes and suffixes (ing, er, ed, est and the prefix un)

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Vocab-ulary	Children use some vocabulary that they have been taught directly and from books that they have read / heard read. This might include nouns, adjectives, verbs or prepositions.	Children show independent use of wider vocabulary & phrases taken from books that they have read (appropriate for purpose).
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Hand-writing	Lower and upper-case letters are mostly formed accurately, starting and finishing in the correct place.	Lower and upper-case letters are formed accurately and fluently.
	Finger spaces are used.	
Editing	Children can read their own words or sentences out loud to check that they makes sense.	Children can read their writing out loud and make changes if it does not make sense.

Adaptive Teaching Ideas

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Key National Curriculum Objectives for **Summer – Poem and Poem**

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Using the suffixes – ing/-ed/-er/-est when there are no changes needed to the root word	Use the prefix -un	Sequencing sentences to form a short narrative	Re-reading to check that work makes sense (to peers and adults)
<ul style="list-style-type: none"> To recap simple sentences which are punctuated with a capital letter and full stop. To recap capital letters for proper nouns. To know that a question is asking something. To know some key words can help us to ask a question. To orally ask questions which start with: which, when, what, why, who, can, do you etc. To recognise that a question marks shows that a question has been asked. To insert a question mark into a modelled question. To write questions with a question marks. To know that we can exclaim. To know some reasons why we might exclaim, i.e. to show we are shouting, or annoyed, or excited etc. To identify exclamation marks in texts and in models. To decide whether a sentence is an exclamation or not. To add in an exclamation mark into a gapped model. To decide whether a sentence needs a full stop, question mark or exclamation mark. To be able to write exclamation sentences. To begin to write using and exclamation mark or a question mark. 	<ul style="list-style-type: none"> To know what a root word is. To know that a suffix is added to the end of a word. To identify words using the suffixes – ing/-ed/-er/-est To know how to match the suffixes – ing/-ed/-er/-est to a root word To know how suffix can change the meaning of verbs using the suffixes – ing/-ed/-er/-est To write dictated sentences with these suffixes. To articulate and then write own sentences using these suffixes. To begin to know how to use simple prefixes and suffixes 	<ul style="list-style-type: none"> To know that a prefix goes at the start of a root word. To know that the prefix -un can make words mean the opposite. To identify words with the –un prefix To know how to match the prefix –un to a root word To write dictated sentences with this prefix. To articulate and then write own sentences using this prefix. To begin to know how to use simple prefixes and suffixes To know that not all words which start with un- are using a prefix, i.e. under, unicorn. 	<ul style="list-style-type: none"> To know, grammatically, what a simple sentence could contain. To be familiar with short narratives. To be able to re-tell short narratives using texts as a model. To know that stories have a beginning, middle and an end. To know that narratives involve a setting and characters. To recap that the word 'and' can be used to join ideas To know that sequence means the order. To be able to reorder a well-known narrative. To know how sentences can be sequenced to form a short narrative To articulate a short narrative with appropriate conjunctions and phrases, such as: Once upon a time; one day; then; after that and finally To know how to write a short narrative with appropriate age-appropriate vocabulary and phrases using a teacher model for support. To know how to sequence sentences to write short stories and non-fiction texts 	<ul style="list-style-type: none"> To know that all writers have to check their work as they make mistakes or things can be improved. To know that when we are checking what we have written that this is proof-reading. To know how to spot mistakes in a teacher model (simple spellings, missed full stops or capitals, missing words.) To know how to identify omitted words in a sentence. To know how to identify spacing, full-stops and capital letters in writing. To be able to spot errors in mine and others' work. To be able to share what I have improved with the teacher or peers.

Ongoing Objectives

- Composing a sentence orally before writing it.
- Discuss what they have written with the teacher or other pupils.
- Read aloud writing clearly enough to be heard by their peers and the teacher
- Applying simple spelling rules.

Y1 Summer

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication • select and use appropriate registers for effective communication 				
<p>📌 Expanded Descriptions: Uses adjectives and more details (e.g., “The dog is big and fluffy.”).</p> <p>Explanations: Can explain basic reasons (e.g., “I am happy because I got a sticker.”).</p> <p>Narrative Skills: Begins telling stories with a clear beginning, middle, and end.</p>	<p>📌 Making Predictions: Starts speculating about outcomes based on experience (e.g., "I think it will rain because the clouds are dark").</p> <p>Creative Thinking in Conversations: Uses some spoken language to build imaginative ideas, particularly in storytelling.</p> <p>Exploring Possibilities: Learns to discuss different solutions and ideas in teacher-led situations.</p>	<p>📌 Gaining Interest: Learn about using expressive tone.</p> <p>Maintaining Engagement: Can hold attention with their enthusiasm for a subject.</p> <p>Monitoring Listener Response: Add information if the listener seems confused or uninterested.</p>	<p>📌 Recognising Formal vs Informal Speech: Begins understanding that speech varies depending on context.</p> <p>Speaking to Different Audiences: Learns to adjust tone and volume when speaking to teachers vs friends and inside or outside the classroom.</p> <p>Expanding Vocabulary: Starts using words more suited to particular topics with support (e.g., science terms in class).</p>	<p>Knowledge - Show and Tell</p> <p>Physical: Making eye contact with an audience/a listener.</p> <p>Linguistic: Organise and sequence ideas, using conjunctions.</p> <p>Cognitive: Recognise when something has not been understood and ask questions to find out more information. Explain events/ideas in chronological order.</p> <p>Social & Emotional: Listening to others.</p> <p>Skills – Show and Tell To be able to present an idea/object to an audience (and participate as an audience member).</p>

Assessment Support

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Makes sense (SLF)	To be able to say my sentence before writing.	To be able to read what I have written to an adult.	To be able to read and check that my sentence makes sense.
Key punctuation, Full stops, question marks and exclamation marks	To be able to write a simple sentence dictated by the teacher with some awareness to capital letters at the start and a full stop at the end.	To use a full stop at the end of a sentence, with some support. To occasionally use a question mark at the end of my sentence.	To consistently use a full stop at the end of a sentence. To begin to use question marks and question marks at the end of my sentences correctly.
Using the conjunction 'and' to link ideas.		Model through exposure to a range of texts. Begin to use 'and' to join ideas.	Some consistent use of 'and' to join ideas in a sentence.
To write in the past tense.	Know what a root word is.	Awareness that you can add -ed to some words to show that it has happened.	Use verbs with the addition of -ed in a piece of writing.
To use a range of spelling patterns.	To write phonetically plausible sentences using phase 2 and 3 tricky words.	To begin to recognise and apply phase 5 sounds and all tricky words with some accuracy.	To use a range of prefixes and suffixes (ing, er, ed, est and the prefix un)